BOSTON UNIVERSITY
SCHOOL OF EDUCATION
LIBRARY
The Gift of Catherine T. Salmon

Ed.
Thesis
Salmon, C.T.
1948
STORED

FOR REFERENCE
Do Not Take From This Room

Ed.
Thesis
Salmon, C.T.
1948
STORED

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

AN ANALYSIS OF FIRST GRADE READING WORKBOOKS

Submitted by

Catherine T. Salmon

(B. S. in Ed., Framingham Teachers College, 1944)

In partial fulfillment of requirements for degree of

Master of Education

1948

First Reader: Helen A. Murphy, Associate Professor of Education
Second Reader: Helen B. Sullivan, Professor of Education
Third Reader: W. Linwood Chase, Professor of Education

Boston University
School of Education
Library

School of Education
Gift of C.T. Salmon
August 16, 1948
29848

ACKNOWLEDGMENTS

The writer wishes to extend her appreication to the publishing companies for their cooperation in supplying the materials needed for this study.

A note of thanks is also extended to Dr. Helen Murphy for her helpful suggestions during the writing of this study.

Digitized by the Internet Archive
in 2016

https://archive.org/details/analysisoffirstg00salm

TABLE OF CONTENTS

page

AN INTRODUCTION 1

Statement of the problem

CHAPTER I 2

Summary of related research

Summary of research

CHAPTER II 9

Plan of the Study

CHAPTER III 16

Analysis of data

CHAPTER IV 65

Summary and conclusions

BIBLIOGRAPHY 67

LIST OF TABLES

Table		Page
I	PrePrimer Workbooks used in the Study	17
II	Primer Workbooks Used in the Study	19
III	First Reader Workbooks Used in the Study . . .	20
IV	Read and Do to Accompany Bill and Susan, and Under the Tree, Silver Burdett and Company. . .	21
V	Do and Learn to Accompany Molly, Pete, and Ginger, D. C. Heath and Company	22
VI	Do and Learn to Accompany Ned and Nancy, Bigger and Bigger, and Little Lost Dog, D. C. Heath and Company	23
VII	Workbook to Accompany We Learn to Read and Up the Reading Road, Laidlaw Brothers	24
VIII	Think and Do to Accompany We Look and See, We Work and Play, We Come and Go, Scott Foresman and Company	25
IX	Workbook to Accompany Skip Along, Under the Sky, Open the Door, Row-Peterson Company. . . .	26
X	Workbook to Accompany Mac and Muff, John C. Winston Company.	27
XI	Workbook to Accompany Adventures with Winky, Allyn and Bacon Company	28
XII	Preparatory Book for Come and Ride, Macmillan Company	29
XIII	Read and Do to Accompany Through the Gate, Silver Burdett Company	30
XIV	Do and Learn to Accompany A Home for Sandy, D. C. Heath and Company	32
XV	Workbook to Accompany On the Way to Storyland, Laidlaw Brothers	33
XVI	Think and Do to Accompany Fun With Dick and Jane, Scott Foresman and Company	35

LIST OF TABLES (continued)

Table		Page
XVII	Companion Book for Day In and Day Out, Row-Peterson and Company	37
XVIII	Workbook to Accompany At Play, John C. Winston and Company	38
XIX	Workbook to Accompany Day by Day, Allyn and Bacon Company	39
XX	Preparatory Book for Tags and Twinkle, Macmillan Company	40
XXI	Read and Do to Accompany Down the Road, Silver Burdett and Company	41
XXII	Do and Learn to Accompany Something Different, D. C. Heath and Company	43
XXIII	Workbook to Accompany Making Storybook Friends, Laidlaw Brothers	44
XXIV	Think and Do to Accompany Our New Friends, Scott Foresman and Company	45
XXV	Companion Book for Round About, Row-Peterson and Company	46
XXVI	Workbook to Accompany I Know A Secret John C. Winston Company	47
XXVII	Workbook to Accompany Adventures To and Fro Allyn and Bacon Company	48
XXVIII	Preparatory Book for Down Our Street, Macmillan Company	49
XXIX	Check List of Items for PrePrimer Workbooks .	50
XXX	Check List of Items for Primer Workbooks . . .	54
XXXI	Check List of Items for First Reader Workbooks	58
XXXII	Word Analysis Items Found in PrePrimer Workbooks	61

LIST OF TABLES (continued)

Table		Page
XXXIII	Word Analysis Items Found in Primer Workbooks .	62
XXXIV	Word Analysis Items Found in First Reader Workbooks	63

AN INTRODUCTION

Statement of the Problem

The following study is an analysis of reading workbooks used in the preprimer, primer, and first reader programs of eight basic reading system.

The use of supplementary reading seatwork in Grade One is of great importance in providing the necessary practice for each child. To have access to meaningful material, as well as a knowledge of where to look for it, is valuable in adjusting to individual differences in the reading situation.

In this study, the contents of each workbook will be analyzed to discover:

1. The types of activities.
2. The place of word analysis.
3. The activities which could be used to supplement other basic reading systems.

As a result of this analysis of first grade reading workbooks, the writer hopes to obtain specific data which will be of help in any First Grade reading program.

CHAPTER I

Summary of Related Research

Repetition - A Factor in Learning

Guthrie states "that the effect of practice does not depend on mere repetition, but on the condition of repetition, and these conditions vary enormously in different learning situations. In both human and animal behavior, associations established on a single occasion are the rule rather than the exception".[1]

Pavlov reports "That it was necessary to repeat pairings of new stimulus and old stimulus between 10 and 50 times in order to be fairly certain that the association was established".[2]

Sandiford's findings "That mere repetition of a situation has no effect on learning, that repetition of a connection has a little, but very little, effect on learning, while repetition of a situation with belonging has a considerable effect on learning, are of great educational significance. Repetition of a "connection with belonging", that is, repetition of a belonging sequence strengthens the connection even when the influence of the consequence of the connection (after effect) is discounted through being concealed or disguised."[3]

1. Guthrie, E. R., "The Effects of Repetition", Psychology of Learning, Forty-first Yearbook of the National Society for Study of Education, Part II, p. 30.

2. Pavlov, Ibid, page 31.

3. Sandiford, Peter, "Laws of Learning", Ibid, p. 125.

Frequency - A Factor in Learning

Dunlap says "That the low of use, viz., that a response to a given stimulus pattern definitely increases the probabiilty that on the recurrence of the same, or substantially the same stimulus pattern, the same or approximately the same, response will occur".[1]

Watson claims "That frequency and recency explain learning and that it is unnecessary to invoke the law of effect. The successful action in maze learning, for example, must occur in every series: therefore, the successful action is learned mainly through frequency".[2]

1. Dunlap, L., "A Revision of the Fundamental Law of Habit Formation", Science, LXVII, April 6, 1928, pp. 360-361.

2. Watson, J. B., Forty-first Yearbook, p. 125.

Practice - A Factor in Learning

Thorndike is his discussion of the laws of habit reflects the idea "That practice without zeal, with equal comfort at success and failure, does not make perfect. When habit formation is reduced to the supposed effect of mere repetition, two results are almost certain. By the resulting theory little in human behavior can be explained by the law of habit; and, by the resulting practice, unproductive or extremely wasteful forms of drill are encouraged".[1]

Locke voiced the same idea when he wrote "Attention and repetition help much to the fixing of any ideas in the memory; but those which naturally at first make the deepest and most lasting impression are those which are accompanied with pleasure and pain".[2]

Stroud states "that practice includes the use of all of the techniques of learning, those by which meaning and the awareness of casual relationships, are gained, by which conclusions are reached by reflection, and those by which responses are accompanied with reenforcement and belonging. Practice is not synonymous with learning. While learning does not go in the absence of practice, it does not necessarily go in connection with practice. Pupils in the highest 25% pro-

1. Thorndike, F. L., Forty-first Yearbook, p. 354.

2. Locke, John, Ibid, p. 354.

bably learn more, understand more, and remember more from one hour of study than do those in the lowest 25%, from three or four hours of study.[1]

Distribution of Practice - A Factor in Learning

Psychological experimentation has shown that short work periods are more effective than long ones.[2]

Conclusions obtained by Ebbinghaus and Jost show that "in the case of two associations of equal strength, but of different ages, a new repetition has a greater value for the older of the two, and that the older association weakens less with disuse in a given time.[3]

1. Stroud, J. B., "The Role of Practice in Learning", Forty-first Yearbook, p. 356-357.

2. Cummins, Robert A., "Improvement and the Distribution of Practice", Teachers College, Columbia University, Contributions to Education, No. 97, 1919.

3. Ebbinghaus, Hermann and Jost, Ibid, p. 1.

Summary of Research

Justification For Use of Reading Workbooks

Gates and Russell found "that a group making use of both a primer and workbook materials in beginning reading showed a slight, but persistent advantage over a group which used the primer only".[1]

Goodrich states "that the workbook is not an absolute necessity, for it is possible to do efficient school work without it. It is not a luxury, however, in the sense that the chief reasons for its use are convenience or pleasure, for it has sound educational values. These values are realized only when the workbook is well selected and intelligently used. Even the best workbook is no panacea for educational ills. It is, however, a tool that makes it possible for the skilled workman to do a better piece of work."[2]

Pierce and Quinn carried on an experiment to compare the merits of two of the outstanding types of commercial work materials for first grade reading with respect to (1) effectiveness in increasing the pupils' reading vocabulary and (2) convenience in administration by the teacher. The two types of work material compared were "workbook" material and

1. Gates, Arthur I. and Russell, David H., "Types of Materials, Vocabulary Burden, Word Analysis, and Other Factors in Beginning Reading", I and II, Elementary School Journal, 39: pp. 27-35; 119-28, September-October, 1938.

2. Goodrich, T. V., "Is the Workbook a Necessity or a Luxury?", School Executive, 50: pp. 359-61, 396, April, 1931.

"picture dictionary" material. Results of the experiment showed that in the word recognition test, the workbook group made a median gain of 7.5 words more than the picture dictionary group. In the test based on 100 words common to both types of material, the pupils in the picture dictionary group attained a median score of 9.5 more words than the workbook group.[1]

Characteristics of a Good Workbook

Clark states "that it is essential that teachers know materials which will stimulate children to think, to anticipate the probable sequence of events, to derive meanings from the context, and which will meet the needs of children at varying interests and abilities".[2]

Goslin reports, "that a selection of materials for a reading program is properly a co-operative research project undertaken to find materials which most closely parallel the objectives of the school system and which implement the growth and development of children in the direction of those objectives".[3]

---

1. Pierce, P. R. and Quinn, H. J., "A Study of Certain Types of Work Materials in First Grade Readings", Elementary School Journal, 34: pp. 600-06, April, 1934.

2. Clark, L. Katherine, "The Nature and Variety of Reading Material in the Primary Grades", Supplementary Educational Monographs, Vol. IV, p. 138, 1942.

3. Goslin, Willard E., "Co-operative Selection of Reading Material", Ibid, p. 137.

Vreeland makes a list of six items which he considers essential in a good workbook. He states "that a good workbook:

1. Tends to foster helpfully an intimate personal contact between pupil and teacher.
2. Utilizes as many as possible of the available materials and opportunities for experience.
3. Utilizes completely the findings of the scientific study of the learning process.
4. Provides adequately for maximum growth on the part of all learners.
5. Stimulates in wholesome ways, the assumption of responsibility by the pupil for all aspects of his work.
6. Provides effective training in the technique of self-diagnosis.[1]

This study attempts to show how workbooks are organized to take care of the many factors which are so important in the teaching of beginning reading.

---

1. Vreeland, Wendell, "A Good Workbook from the Teacher's Point of View", Nations Schools, 18: pp. 35-37, July, 1936.

CHAPTER II

PLAN OF THE STUDY

The writer chose for her analysis the workbooks of the reading systems which seem to be most widely used. Letters were sent to the following nine publishing companies informing them of the study being undertaken and requesting them to send the first grade reading workbooks of their basic reading systems.

1. Macmillan Company, Boston, Massachusetts, publishers of The New Work-Play Books, Gates, Huber, Peardon, Salisbury.
2. D. C. Heath and Company, Boston, Massachusetts, publishers of Reading for Interest Series.
3. Row Peterson and Company, New York, New York, publishers of The Alice and Jerry Basic Books.
4. Silver Burdett Company, New York, New York, publishers of Learning to Read Series, Nila Banton Smith.
5. Laidlaw Brothers, New York, New York, publishers of Laidlaw Basic Series.
6. John C. Winston Company, Philadelphia, Pennsylvania, publishers of Easy Growth in Reading, Hildreth, Fenton.
7. Allyn and Bacon Company, Boston, Massachusetts, publishers of Quinlan Readers.

8. Bobbs-Merrill Company, publishers of Curriculum Readers.

9. Houghton Mifflin Company, Boston, Massachusetts, publishers of Child Development Readers.

Letters were received from all the publishers with the exceptions of Bobbs-Merrill and Laidlaw Brothers. A personal interview was arranged with an agent from the Laidlaw Brothers.

No further contact was made with the Bobbs-Merrill Company, so their workbooks are not included in this study.

The Houghton Mifflin Company had no first grade reading workbooks available at the time of this study.

A letter was not sent to the Scott Foresman and Company, publishers of the Curriculum Foundation Series because the writer had immediate access to their workbooks.

This study, therefore, is concerned with the analysis of a total of twenty-five workbooks covering the Preprimer, Primer, and First Reader levels of eight basic reading systems.

Each workbook was examined for the types of exercises and the number of pages on which the same type of exercise occurred.

The total number of repetitions in a workbook does not necessarily correlate with the total number of pages in the workbook. This is explained by the fact that very often more than one type of exercise is included on a single page. One of the many examples of this is found in My Work-Play Book

for Tags and Twinkle. Here two types of exercises are present. One is a 'yes and no exercise' and the other is matching a sentence with a picture.

A table, listing the items and the number of pages on which this item occurs, was made for each of the twenty-five workbooks. An explanation of the meaning of these items may be found at the front or back of each workbook, or else on each individual page in the workbook. One exception to this procedure is found in the New Work-Play Books published by MacMillan Company. In these workbooks an explanation of the types of exercises may be found in the Teacher's Manuals.

Next an overall table was made to show how all the Pre-primer workbooks correlated or did not correlate with each other. A similar table was made for the primer workbooks and one was made for the first reader workbooks.

In order to make these general tables it was necessary to make a check list of items from the composite lists of all the preprimer lists, the same for the primer lists, and for the first reader lists.

These overall check lists do not include every item in each workbook.

Before using the check lists it was important to know what was meant exactly by each item used on the list. A definition of terms was necessary.

Definition of Terms

Matching words in lists.

Run
Run
See
Up
Run

Matching words in context.

Come to Bill, Perky.
Come to Bill.
Come, Perky, come.
Come to Bill, Perky.

Matching sentences.

Look, look.
Oh, look, look.
Look, look.

Matching phrases.

a big house.
Make a big house.
Make a little house.
Make a big house.
Make a house.

Matching a phrase and a picture.

can see
can not see

Matching a sentence and a picture.

This is a ball.

Recognizing words out of context.

red	Baby

Recognizing words beginning with capital and small letters.

Up	see
See	up
Oh	jump
Jump	oh

Completing sentences by selecting a picture.

picture of Sally at the pastry counter.	Sally wants something. Sally wants _____.

bat and ball cookie carrots

Completing a sentence by selecting a word or phrase.

The twins are
four years old.
one year old.

Following directions to draw, color, or make.

Draw something you like.
Color two cars black.
Make a big boat.

Plural forms of words.

car	boat	cookie
cars	boats	cookies

Classifying.

finding things that belong in a desk
finding things that belong in the coat room

Following story sequence.

arranging pictures or sentences or stories in order.
making a booklet

Tracing.

Word Recognition Tests - Draw circle around word pronounced.

farm
cow or help work come
barn

Illustrating story incidents.

picture of Perky and a squirrel draw a picture here

The squirrel saw Perky. Then the squirrel ran.

Answering yes and no questions.

Mother said "Thank you."
Did she thank the twins? Yes No

Is the pony white? Yes No

Associating nouns with pronouns.

picture of a boy — he / she / they

Distinguishing between two and too.

Here are two cakes.
Look at them.
Color them, too.

Guessing riddles.

They can run.
They are in the hen house.
They have a mother.
They are little and yellow.
What are they?

horses eggs
hens
cookies chickens

Answering questions by word or phrase or sentence.

Who saw the car?
Dick Peter

Where did Jim go?
to school to the store

What did Teddy say?
Happy birthday, Mother.
Happy birthday, Janet.
Happy birthday, Susan.

Words of opposite meaning.

play	pet	work	want
blue	boy	give	girl

Words of similar meaning.

nap	a long sleep	a little sleep
beautiful	pretty	sleepy

CHAPTER III

ANALYSIS OF DATA

Thirty-four tables were set up to show the material found in the analysis of the workbooks.

The first three tables are general information regarding the basic reading series, names of the workbooks used, authors, publishing house, date of publication and the number of pages in each workbook.

Tables three through ten present the items and their frequency in the preprimer workbooks.

Tables thirteen through twenty present the items and their frequency in the primer workbooks.

Tables twenty-one through twenty-eight present the items and their frequency in the first reader workbooks.

Tables twenty-nine through thirty-one show how all the pre-primer, primer and first reader workbooks compare with each other on the items selected for the overall check.

Tables thirty-two through thirty-four present a word analysis list found in the preprimer, primer, and first reader workbooks.

TABLE I

PREPRIMER WORKBOOKS USED IN THE STUDY

Basic Reading Series	Name of Workbook	Publisher	Authors	Last Date of Publication	Number of Pages
Learning to Read Series	Read and Do to Accompany Bill & Susan and Under the Tree	Silver-Burdett, New York, N. Y.	Nila B. Smith	1945	96
Reading for Interest	Do and Learn to Accompany Molly, Pete & Ginger, Ned & Nancy, Bigger & Bigger, Little Lost Dog	D. C. Heath, Boston, Mass.	Witty, Kelly Phillips	1947 1947	93 125
Laidlaw Basic Series	Workbook to Accompany We Learn to Read and Up the Reading Road	Laidlaw Bros., New York, N.Y.	Yoakam-Hester Abney	1947	61
Curriculum Foundation	Think and Do to Accompany We Look and See-We Work and Play-We Come and Go	Scott-Foresman, Chicago, Ill.	Gray-Wm. Monroe, Marion	1946	79
The Alice and Jerry Basic Books	Workbook to Accompany Skip Along, Under the Sky, Open the Door.	Row-Peterson, New York, N. Y.	Donnell-Carey Scharsburg	1947	80
Easy Growth in Reading	Workbook to Accompany Mac and Muff	John C. Winston, Phila., Pa.	Hildreth, Fenton	1942	74
Quinlan Readers	Workbook to Accompany Adventures with Winky	Allyn & Bacon, Boston, Mass.		1940	32

TABLE I (continued)

PREPRIMER WORKBOOKS USED IN THE STUDY

Basic Reading Series	Name of Workbook	Publisher	Authors	Last Date of Publication	Number of Pages
The New Work-Play Books	Preparatory Book for Come and Ride	Macmillan Company, Boston, Mass.	Gates-Huber Peardon, Salisbury	1947	26

TABLE II

PRIMER WORKBOOKS USED IN THE STUDY

Basic Reading Series	Name of Workbook	Publisher	Authors	Last Date of Publication	Number of Pages
Learning to Read	Read and Do to Accompany Through the Gate	Silver-Burdett New York, N.Y.	Nila B. Smith	1945	96
Reading for Interest	Do and Learn to Accompany A Home for Sandy	D. C. Heath Boston, Mass.	Witty-Kelly Phillips	1947	93
Laidlaw Basic	Workbook to Accompany On the Way to Storyland	Laidlaw Bros., New York, N.Y.	Yoakam-Hester Abney	1947	60
Curriculum Foundation	Think and Do to Accompany Fun with Dick and Jane	Scott-Foresman Chicago, Ill.	Gray-Wm. Monroe Marion	1946	79
The Alice and Jerry Basic Books	Companion Book for Day In and Day Out	Row-Peterson New York, N.Y.	Donnell-Carey Scharsburg	1941	106
Easy Growth in Reading	Workbook to Accompany At Play	J. C. Winston Philadelphia, Pa.	Hildreth Fenton	1940	108
Quinlan Readers	Workbook to Accompany Day by Day	Allyn & Bacon Boston, Mass.		1940	64
The New Work-Play Books	Preparatory Book for Tags and Twinkle	Macmillan Co. Boston, Mass.	Gates-Huber, Peardon, Salisbury	1947	122

TABLE III

FIRST READER WORKBOOKS USED IN THE STUDY

Basic Reading Series	Name of Workbook	Publisher	Authors	Last Date of Publication	Number of Pages
Learning to Read	Read and Do to Accompany Down the Road	Silver-Burdett New York, N.Y.	Nila B. Smith	1945	96
Reading for Interest	Do and Learn to Accompany Something Different	D. C. Heath Boston, Mass.	Witty-Kelly Phillips	1947	93
Laidlaw Basic	Workbook to Accompany Making Storybook Friends	Laidlaw Bros., New York, N.Y.	Yoakam-Hester Abney	1947	61
Curriculum Foundation	Think and Do to Accompany Our New Friends	Scott-Foresman Chic., Ill.	Gray, Wm. Monroe Marion	1947	
The Alice and Jerry Basic Books	Companion Book for Round About	Row-Peterson New York, N.Y.	Donnell-Carey Scharsburg	1941	128
Easy Growth in Reading	Workbook to Accompany I Know A Secret	J.C. Winston, Philadelphia, Pa.	Hildreth Fenton	1940	110
Quinlan Readers	Workbook to Accompany Adventures To and Fro	Allyn and Bacon Boston, Mass.		1940	80
The New Work-Play Books	Preparatory Book for Down Our Street	Macmillan Co., Boston, Mass.	Gates-Huber Peardon Salisbury	1947	128

TABLE IV

Read and Do to Accompany Bill and Susan, and Under the Tree. Silver Burdett and Company

Items	No. of pages on which item occurs
Recognizing words in context	34
Selecting sentences to express an idea in a picture	32
Following directions	26
Matching sentences	9
Matching words in lists	6
Matching words in context	6
Matching phrases	5
Capital and small letters	5
Word recognition tests	4
Testing understanding of meaning of words	3
Interpreting conversation	3
Recognizing words out of context	2
Clarifying two meanings of a word	2
Reading and interpreting questions	2
Location of specific items	1
Completing sentence by selecting a picture	1
Plural forms of words	1
Completing sentence by selecting a phrase	1
Making a booklet	1
I and We	1
Organizing	1

The item which occurs most frequently is recognizing words in context. Next in order of high frequency are selecting sentences to express an idea in a picture and following directions.

Items which occur only once are location of specific items, completing sentences by selecting a picture, plural forms of words, completing sentence by selecting a phrase, making a booklet, I and We exercise and organizing.

TABLE V

Do and Learn to Accompany Molly, Pete, and Ginger.
D. C. Heath and Company.

Items	No. of pages on which item occurs
Association of ideas	23
Word recognition	15
Sentence recognition	9
Phrase recognition	9
Following printed directions	9
Clarifying meanings	6
Capital and small letter forms	6
Vocabulary tests	5
Comprehension	5
Identification of characters	4
Visual perception	4
Enriching meanings	3
Following plot sequence	2

The item which occurs most frequently is the association of ideas. Next in order of high frequency is word recognition. Sentence recognition, phrase recognition and following printed directions each occur on nine different pages in the workbooks.

There are no items which occur only once. The item which occurs least is following plot sequence with a total of two occurrences.

TABLE VI

Do and Learn to Accompany Ned and Nancy, Bigger and Bigger, and Little Lost Dog. D. C. Heath & Co.

Items	No. of pages on which item occurs
Association of ideas	39
Phrase recognition	26
Recognition of known words in new context	26
Word recognition	24
Enrichment of meaning	19
Sentence recognition	17
Visual perception	13
Following directions	6
Meaning in context	6
Review of sight vocabulary	4
Sequence	3
Vocabulary tests	3
Identification of characters	2
Capital and small letters	2
Review of story (making a booklet)	2
Visual discrimination	2
Picture dictionary	2

The item which occurs most frequently is the association of ideas. Next in order of high frequency are phrase recognition, recognition of known words in new context, word recognition, enrichment of meaning and sentence recognition.

There are no items which occur only once. There are five items which occur twice in the workbook.

TABLE VII

Workbook to Accompany We Learn to Read and Up the Reading Road. Laidlaw Brothers.

Items	No. of pages on which item occurs
Associating sentence and picture concepts	21
Tracing	15
Associating aural and visual impressions	15
Identifying words that are alike	8
Recognizing words and phrases in sentences	8
Associating words with meaningful and related concepts	7
Recognizing words	6
Associating related objects	6
Identifying sentences that are alike	4
Interpreting sentences	3
Following printed directions	3
Small and capital letters	3
Classifying related objects	2
Discriminating between sentences	2
Following story sequence	2
Identifying rhyming words	2
Associating word order and picture order	1
Associating isolated objects with same objects in total picture concept	1
Identifying words that are identical in printed form	1
Interpreting pictures	1
Using words orally in sentences	1
Anticipating answers	1
Identifying sentences that answer printed questions	1
Experience in reading phrases	1
Associating words and phrases with characters in stories read	1

The item which occurs most frequently is associating sentence and picture concepts. Next in order of high frequency are tracing and associating aural and visual impressions.

There are 9 items which occur on only one page in the workbook.

TABLE VIII

Think and Do to Accompany We Look and See, We Work and Play, We Come and Go. Scott Foresman & Co.

Items	No. of pages on which item occurs
Associating ideas expressed by both picture and text	33
Clarifying meanings	26
Contrasting meanings	13
Extending oral vocabulary	10
Tracing word forms	8
Making inferences and drawing conclusions	8
Classifying and generalizing	6
Linking together associated ideas	6
Comparing capitalized and uncapitalized forms	5
Following directions	5
Comparing one line reading units	4
Noting distinguishing characteristics of word forms	4
Auditory perception of initial consonants	4
Noting details in pictures	4
Interpreting new story material	4
Vocabulary tests	3
Making judgments	3
Recognizing words in isolation	2
Auditory perception of rhyme	2
Recognizing different forms of same word	2
Recall of story sequence	1

The item which occurs most frequently is associating ideas expressed by both pictures and text. Next in order of high frequency are clarifying meanings, contrasting meanings and extending oral vocabulary.

The item which occurs but once is recall of story sequence.

TABLE IX

Workbook to Accompany Skip Along, Under the Sky, Open the Door. Row-Peterson and Company.

Items	No. of pages on which item occurs
Following directions	68
Associating meaning with picture and word forms	51
Visual imagery with kinesthetic imagery	23
Extending and clarifying concepts	20
Associating ideas and seeing relationships	20
Identifying and following a sequence of ideas and events	13
Interpreting pictures	10
Predicting outcomes	9
Discriminating between word forms	6
Experience in clarifying ideas	6
Color discrimination	4
Matching meanings expressed in pictures	4
Matching likenesses and differences in picture detail	4
Discriminating between number form	4
Auditory discrimination	4
Using imagination	2
Associating meaning with word forms	2
Accurate sentence interpretation	1
Exercising judgment	1
Noting picture detail and seeing relationships	1
Relationships between words of opposite meanings	1
Visual imagery with auditory	1
Visual discrimination with auditory discrimination	1
Visual discrimination	1

The item which occurs most frequently is following directions. Next in order of high frequency are associating meaning with picture and word forms, and visual imagery with kinesthetic imagery.

There are nine items which occur on only one page in the workbook.

TABLE X

Workbook to Accompany Mac and Muff.
John C. Winston Company.

Items	No. of pages on which item occurs
Picture and sentence matching	26
Creative drawing	21
Coloring	15
Sentence recognition	12
Tests-word, phrase, sentence	9
Dictionary page	5
Making booklet	5
Identifying capital and small letter words	5
Completing sentences	4
Matching questions and answers	2
Selecting rhyming words	1

The item which occurs most frequently is picture and sentence matching. Next in order of high frequency are creative drawing, coloring and sentence recognition.

The item which occurs only once is selecting rhyming words.

TABLE XI

Workbook to Accompany Adventures with Winky.
Allyn and Bacon Company.

Items	No. of pages on which item occurs
Reading silently with speed and comprehension	22
Associating meaning with symbols	14
Tests and checks	13
Independent reading	8
Matching words, phrases, sentences	7
Color discrimination	7

The item which occurs most frequently is reading silently with speed and comprehension. Next in order of high frequency are associating meanings with symbols and tests and checks.

There are no items which occur only once.

TABLE XII

Preparatory Book for Come and Ride.
Macmillan Company.

Items	No. of pages on which item occurs
Matching sentences and pictures	18
Matching word or phrase and picture	5
Reading-Readiness tests	5
Recognizing words beginning with small and capital letters	2
Matching sentences	1

The item which occurs most frequently is matching sentences and pictures. Next in order of high frequency are matching words or phrases and picture and Reading-Readiness tests.

The item which occurs only once is matching sentences.

TABLE XIII

Read and Do to Accompany Through the Gate.
Silver Burdett and Company

Items	No. of pages on which item occurs
Selection and Evaluation	86
Remembering directions while working	62
Following printed directions	49
Word Recognition Tests	33
Location of specific items	32
Clarifying meanings of words	32
Associating pictured idea with same idea expressed in words	31
Vocabulary Tests	10
Initial consonants	8
Associating characters and objects with their pictures	7
Clarification and organization	5
Recalling story ideas	5
Illustrating story objects and characters	5
Answering yes and no questions	5
Checking comprehension	5
Matching words	5
Interpreting ideas in a composite picture	4
Associating nouns with pronouns	4
Possessive forms	4
Matching sentences	4
Illustrating story incidents	3
Associating printed symbol with printed object	3
Interpreting ideas expressed in words	3
Matching phrases	3
Clarifying number concepts	2
Plural forms	2
Reading known words in different context	2
Initial speech sounds th and wh	2
Associating sound words with instruments which produce these sounds	1
Contrasting words	1
Distinguishing between too and two	1
Reviewing color words	1
Capital and lower case forms	1
Rhyming words	1

The item which occurs most frequently is selection and evaluation. Next in order of high frequency are remembering directions while working, following printed directions, word recognition tests, location of specific items, clarifying meanings of words, and associating pictured idea with same idea expressed in words.

Items which occur only once are associating sound words with instruments which produce these sounds, contrasting words, distinguishing between too and two, reviewing color words, capital and lower case forms, and rhyming.

TABLE XIV

Do and Learn to Accompany A Home for Sandy.
D. C. Heath and Company

Items	No. of pages on which item occurs
Clarification and enrichment of meaning	19
Visual perception	14
Association of ideas	13
Following printed directions	13
Drawing conclusions	10
Sentence, phrase and word recognition	10
Meaning in context	9
Vocabulary tests	8
Comprehension and recall	7
Initial consonants	5
Capital and small letter word forms	3
Singular and plural word forms	3
Following plot sequence	2
Similar word forms	2
Rhyming words	2
Initial speech sounds th and wh	1

The item which occurs most frequently is clarification and enrichment of meaning. Next in order of high frequency are visual perception, association of ideas, and following printed directions.

The item which occurs only once is the initial speech sounds th and wh.

TABLE XV

Workbook to Accompany On the Way to Storyland.
Laidlaw Brothers

Items	No. of pages on which item occurs
Associating groups of sentences with pictured concept	9
Associating aural and visual impressions and identifying words	8
Initial consonants	7
Recognizing and identifying phrases in sentences	7
Following printed directions	6
Interpreting material	2
Little words in big words	2
Selectind identical words	2
Rhyming words	2
Associating pictured concept with correct name	2
Tracing	2
Reading sentences more than one line in length	2
Reading for specific information and retaining it	2
Using information learned	2
Identifying words that are alike	1
Capital and small letters	1
Sequence	1
Following oral directions	1
Analyzing pictures to find specified information	1
Recognizing and identifying sentences	1
Associating objects and words with central idea	1
Associating isolated objects with same object in total picture concept	1

The item which occurs most frequently is associating groups of sentences with pictured concept. Next in order of frequency are associating aural and visual impressions and identifying words, initial consonants, and recognizing and identifying phrases in sentences.

There are eight items which occur on only one page in the workbook.

TABLE XVI

Think and Do to Accompany Fun with Dick and Jane.
Scott Foresman and Company

Items	No. of pages on which item occurs
Strengthening and clarifying word meanings	22
Contrasting meanings	10
Recognizing words in isolation	9
Noting details in pictures	8
Seeing relationships	7
Associating relevant ideas in picture and text	7
Following directions	7
Generalizing word meanings	6
Discriminating between words similar in form	6
Comparing words in isolation and context	6
Extending oral vocabulary	6
Comparing phrase units in isolation and context	5
Making judgments	5
Vocabulary tests	4
Understanding phrase and sentence meanings	4
Recalling story facts	4
Discriminating between words similar in sound and form	3
Visual perception of initial consonants	3
Auditory perception of rhyme	2
Auditory perception of initial consonants	2
Visual auditory perception of initial consonants	2
Clarifying language usage	1
Verifying recognition of word form by use of meaning clues	1
Visual auditory perception of rhyme	1
Recognizing words formed by adding s to root words	1

The item which occurs most frequently is strengthening and clarifying word meanings. Next in order of frequency are contrasting meanings, recognizing words in isolation and noting details in pictures.

Items which occur only once are clarifying language

usage, verifying recognition of word form by use of meaning clues, visual auditory perception of rhyme, and recognizing words formed by adding s to root words.

TABLE XVII

Companion Book for Day In and Day Out.
Row-Peterson and Company

Items	No. of pages on which item occurs
Associating words, phrases, sentences with pictures	21
Associating ideas with pictures	19
Matching sentences and phrases	18
Completing a unit of thought	16
Remembering story detail	15
Recognizing initial consonants	10
Arranging a story in sequence	9
Finding basic words in derived words	8
Associating meaning with word symbols	2

The item which occurs most frequently is associating words, phrases, sentences with pictures. Next in order of frequency are associating ideas with pictures, matching sentences and phrases and completing a unit of thought.

There are no items which occur only once. The item which occurs least is associating meaning with word symbols.

TABLE XVIII

Workbook to Accompany At Play.
John C. Winston & Company

Items	No. of pages on which item occurs
Coloring large pictures	25
Matching words	25
Multiple choice exercises	12
Matching sentences	11
Organizing pictures in sequence (booklet)	10
Word Recognition Tests	9
Matching sentences and pictures	7
Sentence recognition tests	5
Creative drawing	3
Little words in big words	2
Sentence and picture matching tests	2
Matching words and phrases with pictures for concept building	1
Cover-all test	1

The items which occur most frequently are coloring large pictures and matching words. Next in order of frequency are multiple choice exercises, matching sentences, and organizing pictures in sequence.

Items which occur only once are matching words and phrases with pictures for concept building, and a cover-all test.

TABLE XIX

Workbook to Accompany Day by Day.
Allyn and Bacon Company

Items	No. of pages on which item occurs
Reading silently with speed and comprehension	40
Independent reading (following directions)	33
Associating meanings with symbols	15
Tests and checks	14
Matching words, phrases, sentences	9
Color discrimination	5
Recognizing word elements within words	
Rhyming words	3
Making a booklet	1

The item which occurs most frequently is reading silently with speed and comprehension. Next in order of frequency are independent reading (following directions), associating meanings with symbols, and tests and checks.

The item which occurs only once in the workbook is making a booklet.

TABLE XX

Preparatory Book for Tags and Twinkle.
Macmillan Company

Items	No. of pages on which item occurs
Following directions	66
Picture dictionary work	59
Matching sentence with picture	20
Completing sentence by correct phrase	10
Word matching	9
Completing sentence by correct word	7
Matching words with pictures	7
Answering questions by yes or no	7
Comprehension tests	5
Vocabulary tests	5
Matching story and picture	5
Reading-Readiness tests	5
Matching phrase with picture	3
Guessing riddles	2
Word analysis	2
Story sequence	1
Alphabet chart	1
Singular and plural forms	1

The item which occurs most frequently is following directions. Next in order of frequency are picture dictionary work, matching sentence with picture and completing sentence by correct phrase.

TABLE XXI

Read and Do to Accompany Down the Road.
Silver Burdett and Company

Items	No. of pages on which item occurs
Remembering directions while working	58
Location of specific items	52
Following printed directions	50
Checking comprehension of context	41
Clarifying meanings of words	37
Associating pictured ideas with same ideas expressed in words	16
Recalling story facts	14
Checking comprehension by illustrating	14
Initial consonants	12
Illustrating story objects and characters	11
Classification and organization	9
Vocabulary tests	9
Pictures that represent ideas expressed in words	7
Words to complete sentences	7
Phrases to complete sentences	5
Words that rhyme	5
Variants, stem words in	5
Sentences to answer questions	4
Words to answer questions	4
Known words in compounds	4
Words similar in configuration	4
Phrases to answer questions	3
Sentences to match pictures	3
Words beginning with same speech sounds	3
Words to match pictures	3
Illustrating riddles	3
Phrases to match pictures	2
Expressing personal reactions	2
Plurals	2
Pictures to complete sentences	1
Illustrating a story incident	1
Detecting irrelevant phrases	1
Detecting irrelevant sentences in story	1
Reviewing number and color concepts	1
Consonant and speech sounds test	1
Rhyming words test	1

The item which occurs most frequently is remembering directions while working. Next in order of high frequency are location of specific items, following printed directions, checking comprehension of context and clarifying meanings of words.

There are seven items which occur on only one page in the workbook.

TABLE XXII

Do and Learn to Accompany Something Different.
D. C. Heath and Company

Items	No. of pages on which item occurs
Comprehension and recall	44
Meaning in context	13
Association of ideas	12
Clarification and enrichment of meaning	12
Following printed directions	10
Initial consonants	9
Vocabulary tests	8
Root parts and endings of words	6
Initial speech sounds and blends	3
Final consonants	3
Following plot sequence	2
Phrase recognition	2
Compound words	2
Rhyming words	2

The item which occurs most frequently is comprehension and recall. Next in order of high frequency are meaning in context, association of ideas, clarification and enrichment of meaning, and following printed directions.

There are no items which occur on only one page in the workbook. There are four items which occur on only two pages in the workbook.

TABLE XXIII

Workbook to Accompany Making Storybook Friends.
Laidlaw Brothers

Items	No. of pages on which item occurs
Associating aural and visual impression and identifying words that are alike	11
Initial sounds	8
Identifying little words heard and seen in big words	4
Recognizing and identifying phrases in sentences	4
Identifying words that are alike	3
Recalling story and identifying sentences related to it	3
Following printed directions	2
Using picture clues to answer printed directions	2
Associating isolated objects and words with same objects in total picture concept	2
Arranging paragraphs in correct sequence	2
Final sounds	2
Reading questions and recalling stories read	2
Arranging pictures in same sequence that ideas are expressed in story	2
Answering printed questions	1
Using picture clues to recall story and answer questions.	1

The item which occurs most frequently is associating aural and visual impression and identifying words that are alike. Next in order of frequency are initial sounds, indentifying little words heard and seen in big words and recognizing and identifying phrases in sentences.

Items which occur only once are answering printed questions and using picture clues to recall story and answer questions.

TABLE XXIV

Think and Do to Accompany Our New Friends.
Scott Foresman and Company

Items	No. of pages on which item occurs
Extending and clarifying meanings	13
Interpreting new story materials	13
Recalling story facts	11
Understanding phrase and sentence meanings	10
Noting details	9
Making inferences and drawing conclusions	6
Following directions	6
Making judgments	6
Verifying recognition of word forms by use of meaning clues	5
Recognizing words in isolation	5
Vocabulary tests	5
Recognizing sequence	5
Discriminating between words similar in form, or in sound and form	4
Recognizing central ideas	4
Clarifying language usage	3
Compaing words or phrases in isolation and context	3
Visual-auditory perception of rhyme	3
Visual-auditory perception of initial consonants	3
Using consonant substitution	3
Combining consonant substitution, use of meaning clues and study of word forms	3
Classifying and generalizing	3
Generalizing word meanings	2
Visual-auditory perception of final consonants	2
Locating information	2
Recognizing variant forms of verbs	1
Identifying parts of compounds	1

The items which occur most frequently are extending and clarifying meanings, and interpreting new story materials. Next in order of frequency are recalling story facts, understanding phrase and sentence meanings, and noting details.

There are two items which occur only once, recognizing variant forms of verbs and identifying parts of compounds.

TABLE XXV

Companion Book for Round About. Row Peterson and Company

Items	No. of pages on which item occurs
Selecting details associated with a story	19
Finding phonetic parts in familiar words	19
Remembering story detail	19
Following directions	15
Completing a unit of thought	14
Recognizing picture detail	11
Arranging a story in sequence	8
Recognizing basic words in derived words	7
Associating right word with pictures	7
Reviewing initial consonants	5
Reviewing phonetic parts in familiar words	5
Making compound words from familiar words	5
Reading for story detail	4
Recognizing opposites	4
Enriching meaning of words	4
Recognizing words of similar meaning	4
Recognizing rhyming words	4
Selecting right word from confusing words	3
Deriving different words from basic words	3

The items which occur most frequently are selecting details associated with a story, finding phonetic parts in familiar words and remembering story details. Next in order of frequency are following directions, completing a unit of thought and recognizing picture detail.

There are no items which occur only once.

TABLE XXVI

Workbook to Accompany I Know A Secret.
John C. Winston & Co.

Items	No. of pages on which item occurs
Matching words	54
Multiple choice exercises	30
Reading independently	23
Matching words and phrases with pictures	15
Review of initial consonants	12
Sentence completion exercises	10
Word-recognition tests	9
Coloring large pictures	7
Creative drawing	4
Yes and no exercises	4
Comprehension tests	4
Cover-all tests	4
Initial speech sounds - th and wh	4
Matching words beginning with capital and small letters	3
Interpreting story parts through picture matching	2
Solving riddles	2
Word building - endings s, ed, ing	2
Sentence recognition tests	2
Finding little words in big words	2
Arranging pictures in story sequence	1
Making an alphabet booklet	1

The item which occurs most frequently is matching words. Next in order of frequency are multiple choice exercises, reading independently and matching words and phrases with pictures.

Items which occur only once are arranging pictures in story sequence and making an alphabet booklet.

TABLE XXVII

Workbook to Accompany Adventures To and Fro.
Allyn and Bacon Company

Items	No. of pages on which item occurs
Reading silently with speed and comprehension	62
Color discrimination (draw and color)	34
Associating meanings with symbols	28
Matching words, phrases, and sentences	22
Tests of completing sentences	13
Recognizing word elements within words	9
Tests of number concepts	8
Yes and No tests	7
Tests of initial consonants	4
Tests of rhyming words	3
Right and wrong tests	3
Riddles (test)	2
Correct verb (test)	1
Auditory discrimination (test)	1
Making a booklet	1

The item which occurs most frequently is reading silently with speed and comprehension. Next in order of frequency are color discrimination, associating meanings with symbols and matching words, phrases and sentences.

Items which occur only once are correct verb (test), auditory discrimination (test) and making a booklet.

TABLE XXVIII

Preparatory Book for Down Our Street. Macmillan Company

Item	No. of pages on which item occurs
Dictionary work	71
Following directions	63
Completing sentence by selecting word or phrase	36
Matching sentence and picture	19
Answering question by word, phrase, or a sentence	17
Word analysis	14
Matching word or a phrase and a picture	8
Answering yes and no questions	7
Word recognition tests	6
Matching words in context	3
Matching words in lists	2
Arranging story in sequence	1
Detecting irrelevant words	1

The item which occurs most frequently is dictionary work. Next in order of frequency are following directions, completing sentence by selecting word or phrase, matching sentence and picture and answering question by word, phrase or a sentence.

Items which occur only once are arranging story in sequence and detecting irrelevant words.

TABLE XXIX

CHECK LIST OF ITEMS FOR PREPRIMER WORKBOOKS

	Macmillan	Scott Foresman	Winston	Row Peterson	Silver Burdett	D. C. Heath	D. C. Heath, PP. II	Allyn & Bacon	Laidlaw Bros.	Total No. of pages on which item occurs
Matching words in lists		3			6	7	5	4	6	31
Matching words in context		2	6		6	30	4	1	5	54
Matching sentences	1	4	8	2	9	11	7	2	8	52
Matching phrases			4		5	25	9	3	9	55
Matching word or phrase and picture	5	4		4		18	5	13	1	50
Matching sentence and picture	18	40	22	24	32	16	25	4	17	198
Recognizing words out of context		2	2		2					6
Recognizing words beginning with capital and small letters	2	2	1	2	5	2	6		3	23
Completing sentence by selecting a picture		5		6	1					12
Completing sentence by selecting a word or phrase			4	2	1	6				13
Following directions - to draw, color, make		2			17	24	9	14	3	69
Plural forms of words		2			1					3
Classifying		2		6			2	1	3	14
Following story sequence (making a booklet)		1	5	11	1	5	2	1	2	28
Tracing		8		23					15	46
Word recognition Tests		3	4	3	4		5		9	28

Table XXIX

The item which has the most total number of occurrences is matching a sentence and picture, with a total of 198 pages. This item occurred most frequently in all the workbooks with the exception of D. C. Heath first PP. Workbook and the Allyn & Bacon Workbook.

Following directions to draw, color, make was the next most frequently occurring item with a total of 69. This item is not found in the Macmillan, Winston or Row-Peterson Workbooks.

Matching phrases was the next most frequently occurring item with a total of 55. This item is not found in the Macmillan, Scott-Foresman or Row-Peterson Workbooks.

Matching words in context came next with a total of 54 pages on which this item occurred. This item is not found in the Macmillan or Row-Peterson Workbooks.

Matching sentences was the next most frequently occurring item with a total of 52. This item is found in all the workbooks.

Matching word or a phrase and a picture had a total of 50 pages on which it occurred. This item is not found in the Winston or Silver-Burdett Workbooks.

Tracing was the next most frequently occurring item with a total of 46 pages. This item is found in only three workbooks, the Scott-Foresman, Row-Peterson and Laidlaw Brothers.

Boston University
School of Education
Library

Matching words in lists had a total of 31 pages on which it occurred. This item is not found in the Macmillan, Winston, or Row-Peterson Workbooks.

Word recognition tests had a total of 28 pages. This item is not found in the Mac illan, D. C. Heath first PP. Workbook or Allyn & Bacon Workbooks.

Following story sequence (making a booklet) occurred in 28 pages. This item is not found in the MacMillan Workbook.

Recognizing words beginning with capital and small letters occurred on 23 pages. This item is not found in the Allyn & Bacon Workbook.

Classifying occurred on 14 pages. This item is not found in the Macmillan, Winston, Silver-Burdett, and D. C. Heath first PP., Workbooks.

Completing a sentence by selecting a word or a phrase was found on 13 pages. This item is not found in the Macmillan, Scott-Foresman, D. C. Heath 2nd PP., Allyn & Bacon and Laidlaw Brothers Workbooks.

Completing a sentence by selecting a picture occurred on 12 pages. This item is found in only three of the workbooks; Scott-Foresman, Row-Peterson and Silver-Burdett.

Recognizing words out of context occurred on only 6 pages. This item is found on two pages in the Scott-Foresman Workbook, two pages in the Winston Workbook and two pages in the Silver-Burdett Workbook.

The item which occurred least is plural forms of words.

This item is found on two pages in the Scott-Foresman Workbook and on one page in the Silver-Burdett Workbook.

TABLE XXX

CHECK LIST OF ITEMS FOR PRIMER WORKBOOKS

	Macmillan	Scott Foresman	Winston	Row-Peterson	Silver-Burdett	D. C. Heath	Allyn & Bacon	Laidlaw Bros.	Total Number of pages on which item occurs
Matching words in lists	4	1	7		7	14	8	2	43
Matching words in context	9	5	20		29	21			84
Matching sentences	1		11	18	3	4	1	1	39
Matching phrases	1	5			5	6	1	9	27
Matching word or phrase and picture	27	4	1	36	1	2	11	3	85
Matching sentence and picture	31	20	10	4	27	19	2	9	122
Recognizing words out of context	4	2							6
Capital and small letters					1	3		1	5
Completing sentences by selecting a picture		1			3				4
Completing sentence by selecting word or phrase	17	11	10	23	10	17	10	3	101
Following directions - draw-color-make	43	2		1	21	19	32	7	125
Singular and plural forms of words				3	2	3			8
Classifying-items-words	1	3			3	2	4	3	16
Arranging story in sequence (making a booklet)	1	2	8	9		2		1	23
Tracing								2	2
Word Recognition Tests	5	4	9		10	8		6	42
Illustrating story incidents	1		3		3	2	2		11
Answering yes and no questions	8	3			5	6	14		36
Assog. nouns with pronouns		1	1		4				6
Distinguishing between two and too					1				1
Guessing riddles	2	4			3	5	3	1	18

Table XXX

The item which has the most total number of occurrences is following directions with a total of 125 pages. This item is not found in the Winston Workbook.

Matching sentence and picture was the next most frequently occurring item with a total of 101 pages. This item is found in all the workbooks.

Matching word or phrase and picture come next with a total of 85 pages. This item is found in all the workbooks.

Matching words in context was the next most frequently occurring item with a total of 84 pages. This item is not found in the Row-Peterson, Allyn & Bacon or Laidlaw Brothers Workbooks.

Word Recognition Tests had a total of 42 pages. This item is not found in the Row-Peterson, or the Allyn & Bacon Workbooks.

Matching sentences is the next most frequently occurring item with a total of 39 pages. This item is not found in the Scott-Foresman Company.

Answering yes and no questions was the next most frequently occurring item with a total of 36 pages. This item is not found in the Winston, Row-Peterson, and Laidlaw Bros. Workbooks.

Matching phrases was the next most frequently occurring item with a total of 27 pages. This item is not found in the Winston or Row-Peterson Workbooks.

Table XXX (continued)

Arranging story in sequence was the next most frequently occurring item with a total of 23 pages. This item is not found in the Silver-Burdett or Allyn and Bacon Workbooks.

Guessing riddles had a total of 18 pages. This item is not found in the Winston or Row-Peterson Workbooks.

Classification had a total of 16 pages. This item is not found in the Winston or Row-Peterson Workbooks.

Illustrating story incidents occurred on a total of 14 pages. This item is not found in the Scott-Foresman, Row-Peterson, or Laidlaw Workbooks.

Singular and plural forms of words occurred on 8 pages. This item is found in only three of the workbooks--Row-Peterson, Silver-Burdett and D. C. Heath.

Associating nouns with pronouns occurred on 6 pages. Four of those occurrences were in the Silver-Burdett Workbook and one each in the Scott-Foresman and Winston Workbooks.

Recognizing words out of context occurred on 6 pages. Four occurrences are in the Macmillan Workbook and two occurrences in the Scott-Foresman Workbook.

Capital and small letters occurred on 5 pages. This item is found in only three workbooks, Silver-Burdett, D. C. Heath and Laidlaw Workbooks.

Completing sentence by selecting a picture occurred on 4 pages. Three occurrences are in the Silver-Burdett Workbook and one in the Scott-Foresman Workbook.

TABLE XXX

CHECK LIST OF ITEMS FOR PRIMER WORKBOOKS

	Macmillan	Scott Foresman	Winston	Row-Peterson	Silver-Burdett	D. C. Heath	Allyn & Bacon	Laidlaw Bros.	Total Number of pages on which item occurs
Matching words in lists	4	1	7		7	14	8	2	43
Matching words in context	9	5	20		29	21			84
Matching sentences	1		11	18	3	4	1	1	39
Matching phrases	1	5			5	6	1	9	27
Matching word or phrase and picture	27	4	1	36	1	2	11	3	85
Matching sentence and picture	31	20	10	4	27	19	2	9	122
Recognizing words out of context	4	2							6
Capital and small letters					1	3		1	5
Completing sentences by selecting a picture		1			3				4
Completing sentence by selecting word or phrase	17	11	10	23	10	17	10	3	101
Following directions - draw-color-make	43	2		1	21	19	32	7	125
Singular and plural forms of words				3	2	3			8
Classifying-items-words	1	3			3	2	4	3	16
Arranging story in sequence (making a booklet)	1	2	8	9		2		1	23
Tracing								2	2
Word Recognition Tests	5	4	9		10	8		6	42
Illustrating story incidents	1		3		3	2	2		11
Answering yes and no questions	8	3			5	6	14		36
Asscg. nouns with pronouns		1	1		4				6
Distinguishing between two and too					1				1
Guessing riddles	2	4			3	5	3	1	18

Table XXX (continued)

Tracing occurred on only 2 pages. This item is found in the Laidlaw Workbook.

Distinguishing between too and two occurred on 1 page. This item is found in the Silver-Burdett workbook.

TABLE XXXI

CHECK LIST OF ITEMS FOR FIRST READER WORKBOOKS

	Macmillan	Scott-Foresman	Winston	Row-Peterson	Silver-Burdett	D. C. Heath	Allyn& Bacon	Laidlaw Bros.	Total Number of pages on which item occurs
Matching words in lists	2		22		4		4	3	35
Matching words in context	3	1	34		31		19	2	90
Matching sentences							1		1
Matching phrases		1			1	2	1	4	9
Matching word or phrase and a picture	8	1	2	11	6	4	10	2	44
Matching sentence and picture	19	8	13	15	22	12		2	91
Recognizing words out of context					1				1
Capital and small letter words			3					1	4
Completing sentences by selecting a picture					1				1
Completing sentences by selecting word or phrase	36	19	34	27	11	15	19	1	162
Following directions - color-draw-make-put	63	2	1		32	25	33	2	158
Singular and plural forms of words					1				1
Classifying items or words		4	1		9	1	7	1	23
Arranging story in sequence (making a booklet)	1	7	1	8		2		4	23
Word Recognition Tests	6	6	9		10	8		9	48
Answering yes and no questions	7	2	5		16	12	7	2	51
Guessing riddles		1	2		4	1	4		12
Detecting irrelevant words, phrases or sentences	1								1
Answering question by word, phrase or sentence	17	14	8	23	11	31	12	7	123
Words of opposite meaning				4					4
Words of similar meaning				4					4

Table XXXI

The item which has the most total number of occurrences is completing sentences by selecting word or phrase with a total of 162 pages. This items occurs several times in every workbook with the exception of the Laidlaw Workbook where it occurs just once.

The next most frequently occurring item is following directions with a total of 158 pages. This item is found in all workbooks except the Row-Peterson workbook.

Answering question by word, phrase or sentence occurs on 123 pages. This item is found in every workbook.

Matching sentence and picture occurs on 91 pages. This item is not found in the Allyn and Bacon workbook.

Matching words in context occurs on 90 pages. This item is not found in the Row-Peterson or D. C. Heath workbooks.

Answering yes and no questions occurs on 51 pages. This item is not found in the Row-Peterson Workbook.

Word Recognition tests occur on 48 pages. This item is not found in the Row-Peterson or Allyn and Bacon Workbooks.

Matching word or phrase and a picture occurs on 44 pages. This item is found in every workbook.

Matching words in lists occurs on 35 pages. This item is not found in the Scott-Foresman, Row-Peterson or D. C. Heath workbooks.

Classification occurs on 23 pages. This item is not found in the Macmillan or Row-Peterson workbooks.

Table XXXI (continued)

Arranging a story in sequence occurs on 23 pages. This item is not found in the Silver-Burdett or Allyn and Bacon workbooks.

Guessing riddles occurs on 12 pages. This item is not found in the Macmillan, Row-Peterson or Laidlaw workbooks.

Matching phrases occurs on 9 pages. This item is not found in the Macmillan, Winston or Row-Peterson workbooks.

Capital and small letter words occurs on 4 pages. Three are found in the Winston workbook and one in the Laidlaw workbook.

Words of opposite meaning and words of similar meaning occur on 4 pages each in the Row-Peterson workbook.

There are five items which occur on only one page each. They are matching sentences, recognizing words out of context, completing sentence by selecting a picture, singular and plural forms of words and detecting irrelevant words, phrases or sentences.

TABLE XXXII

WORD ANALYSIS ITEMS FOUND IN PREPRIMER WORKBOOKS

	Row-Peterson	John Winston	Laidlaw Bros.	Scott-Foresman	Total
Auditory discrimination - Rhyming words	2	1	2	2	7
Auditory perception of initial consonants	2			4	6

Word analysis items are found in four of the nine preprimer workbooks examined. Auditory discrimination had a total of 7 occurrences. Auditory perception of initial consonants occur a total of 6 times.

TABLE XXXIII

WORD ANALYSIS ITEMS FOUND IN PRIMER WORKBOOKS

	Laid-law	Allyn & Bacon	D. C. Heath	Row-Peterson	Win-ston	Scott-Foresman	Silver-Burdett	Macmillan Co.	Total
Little words in big words	2		4	8	2	1		1	18
Rhyming words	2	3	2			2	1		10
Initial consonants	7		5	10		4	8	1	35
Initial Speech sounds-th and wh	2		1				2	2	7
Initial speech sounds-bl-pl-st								1	1

The item which occurs most frequently is initial consonants with a total of 35 pages. This item does not occur in the Allyn and Bacon or Winston workbook.

The next most frequently occurring item is little words in big words with a total of 18 pages. This item is not found in the Allyn and Bacon or Silver-Burdett workbooks.

Rhyming words occurs on 10 pages. This item is not found in the Row-Peterson, Winston or Macmillan workbooks.

Initial speech sounds th and wh occurs on 7 pages. This item is not found in the Allyn and Bacon, Winston, Row-Peterson or Scott-Foresman workbooks.

Initial speech sounds-bl-pl and st is found on 1 page in the MacMillan workbooks.

TABLE XXXIV

WORD ANALYSIS ITEMS FOUND IN FIRST READER WORKBOOKS

	Macmillan	Allyn & Bacon	Winston	Row-Peterson	Scott-Foresman	Laidlaw	D. C. Heath	Silver-Burdett	Total
Initial consonants		4	12	5	9	8	9	12	59
Word parts	6			19			6	5	36
Little words in big words	4	9	2	7	1	4	2	5	34
Rhyming words	1	3		4	3		2	6	19
Initial speech sounds and blends	2		4				3	4	13
Making big words from little words	1		2	5					8
Final consonants					2	2	3		7
Auditory discrimination test		1						1	2

The item which occurred most frequently is initial consonants with a total of 59 occurrences. This item is not found in the Macmillan Workbook.

Next in order of frequency is word parts with a total of 36 occurrences. This item is not found in the Allyn and Bacon, Winston, Scott-Foresman or Laidlaw Workbooks.

Little words in big words occurred on a total of 34 pages. This item is found in every workbook.

Rhyming words occurred on 19 pages. This item is not found in the Winston or Laidlaw workbooks.

Table XXXIV (continued)

Initial speech sounds and blends occurred on 13 pages. This item is not found in the Allyn and Bacon, Row-Peterson, Scott-Foresman and Laidlaw workbooks.

Making big words from little words occurred on 8 pages. This item is found in only three of the eight workbooks examined, the Macmillan, Winston and Row-Peterson workbooks.

Final consonants occurred on 7 pages. This item is found in the Scott-Foresman, Laidlaw and D. C. Heath workbooks.

Auditory discrimination test occurred once in the Allyn and Bacon Workbook and once in the Silver-Burdett Workbook.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The following observations were made as a result of this study.

Pre-Primer Workbooks

The outstanding item is matching sentence and picture with a total of 198 pages. The item which occurs least is plural forms of words, with a total of 3 pages.

Very few word analysis exercises are found in pre-primer workbooks. A total of 13 pages are concerned with auditory discrimination and auditory perception.

Primer Workbooks

The item which occurs most frequently is following directions, with a total of 125 pages. Items which occur least are tracing with a total of 2 pages and distinguishing between too and two which occurs on only 1 page.

A total of 71 pages are devoted to word analysis exercises in the primer workbooks. The item which occurs most frequently is initial consonants with a total of 35 pages. The item which occurs least is initial speech sounds-bl-pl-st with a total of 1 page.

First Reader Workbooks

The item which occurs most frequently is completing sentences by selecting word or phrase with a total of 162 pages. There are five items which occur on only one page each. They are matching sentences, recognizing words out of context, completing sentences by selecting a picture, singular and plural forms of words, and detecting irrelevant word, phrase or sentence.

A total of 178 pages of word analysis exercises is found in the first reader workbooks. The most frequently occurring item is initial consonants with a total of 59 pages. The item which occurs least is a test of auditory discrimination with a total of 2 pages.

Suggestions for Further Research

1. Analysis of 1947 Primer and First Reader Workbooks of Row-Peterson Company.
2. Construct a preprimer, primer and first reader workbook that could be used with any basic reading system.

BIBLIOGRAPHY

BIBLIOGRAPHY

Clark, L. Katherine, "The Nature and Variety of Reading Materials in the Primary Grades", Supplementary Educational Monographs, Vol. IV, 1942.

Cummins, Robert O., "Improvement and the Distribution of Practice", Teachers College Record, No. 97, 1919.

Donnell, M., Carey, A. and Scharsburg, H., Workbook to Accompany Skip Along, Under the Sky, Open the Door, Row-Peterson Company, New York, New York, 1947.

_____, Companion Book for Day In and Day Out, Row-Peterson Company, New York, New York, 1941.

_____, Companion Book for Round About, Row-Peterson Company, New York, New York, 1941.

Dunlap, L., "A Revision of the Fundamental Law of Habit Formation", Science, LXVII, April 6, 1928.

Ebbinghaus, H. and Jost, "Improvement and the Distribution of Practice", Teachers College Record, No. 97, 1919.

Gates, Arthur I. and Russell, David, H., "Types of Materials, Vocabulary Burden, Word Analysis and Other Factors in Beginning Reading", Elementary School Journal, 39: 1938.

Gates, A., Huber, M., Peardon, C., Salisbury F., Preparatory Book for Come and Ride, MacMillan Company, Boston, Mass., 1947.

_____, Preparatory Book for Tags and Twinkle, Macmillan Company, Boston, Massachusetts, 1947.

_____, Preparatory Book for Down Our Street, Macmillan Company, Boston, Massachusetts, 1947.

Goodrich, T. V., "Is the Workbook a Necessity or Lexury?", School Executive, 50: April, 1931.

Goslin, Willard E., "Co-operative Selection of Reading Material", Supplementary Educational Monographs, Vol. IV, 1942.

Gray, Wm. and Monroe, M., Think and Do to Accompany We Look and See, We Work and Play, We Come and Go, Scott-Foresman Co., Chicago, Illinois, 1946.

BIBLIOGRAPHY (continued)

_____, Think and Do to Accompany Fun with Dick and Jane, Scott-Foresman Company, Chicago, Illinois, 1946.

_____, Think and Do to Accompany Our New Friends, Scott-Foresman Company, Chicago, Illinois, 1947.

Guthrie, E. R., "The Effect of Repetition", Psychology of Learning, Forty-first Yearbook of National Society for Study of Education, Part II.

Hildreth, G. and Felton, A., Workbook to Accompany Mac and Muff, John C. Winston Company, Philadelphia, Pa., 1942.

_____, Workbook to Accompany At Play, John C. Winston Company, Philadelphia, Pa., 1940.

_____, Workbook to Accompany I Know A Secret, John C. Winston Company, Philadelphia, Pa., 1940.

Locke, John, "The Effect of Repetition", Psychology of Learning, Forty-first Yearbook of National Society for Study of Education, Part II.

Pierce, P. R. and Quinn, H. J., "A Study of Certain Types of Work Materials in First Grade Reading", Elementary School Journal, 34: April, 1934.

Sandiford, Peter, "Laws of Learning", Psychology of Learning, Forty-first Yearbook of National Society for Study of Education, Part II.

Stroud, J. B., "The Role of Practice in Learning", Psychology of Learning, Forty-first Yearbook of National Society for Study of Education, Part II.

Smith, N. B. and Teubner, V., Read and Do to Accompany Bill and Susan and Under the Tree, Silver-Burdett Company, New York, New York, 1945.

_____, Read and Do to Accompany Through the Gates, Silver-Burdett Company, New York, New York, 1945.

_____, Read and Do to Accompany Down the Road, Silver-Burdett Company, New York, New York, 1945.

BIBLIOGRAPHY (continued)

Thorndike, F. E., "The Role of Practice in Learning", Psychology of Learning, Forty-first Yearbook of National Society for Study of Education, Part II.

Vreeland, Wendell, "A Good Workbook from the Teacher's Point of View", Nations Schools, 18: July, 1936.

Witty, P., Kelly, K. and Phillip, Do and Learn to Accompany Molly, Pete and Ginger, D. C. Heath Company, Boston, Mass. 1947.

_____, Do and Learn to Accompany Ned and Nancy, Bigger and Bigger, Little Lost Dog. D. C. Heath Company, Boston, Massachusetts, 1947.

_____, Do and Learn to Accompany A Home for Sandy. D. C. Heath Co., Boston, Mass., 1947.

_____, Do and Learn to Accompany Something Different, D. C. Heath Co., Boston, Mass., 1947.

Yoakam, G., Hester, K. and Abney, L., Workbook to Accompany We Learn to Read and Up the Reading Road, Laidlaw Bros., New York, New York, 1947.

_____, Workbook to Accompany On the Way to Storyland, Laidlaw Bros., New York, New York, 1947.

_____, Workbook to Accompany Making Storybook Friends, Laidlaw Bros., New York, New York, 1947.

_____, Workbook to Accompany Adventures with Winky, Allyn and Bacon Company, Boston, Mass., 1940.

_____, Workbook to Accompany Day by Day, Allyn and Bacon Company, Boston, Mass., 1940.

_____, Workbook to Accompany Adventures To and Fro, Allyn and Bacon Company, Boston, Massachusetts, 1940.

BOSTON UNIVERSITY
1 1719 02559 7255

ACCOPRESS BINDER
BF 250-P7-EMB
Made By
ACCO PRODUCTS, INC.
Ogdensburg, N. Y., U.S.A.